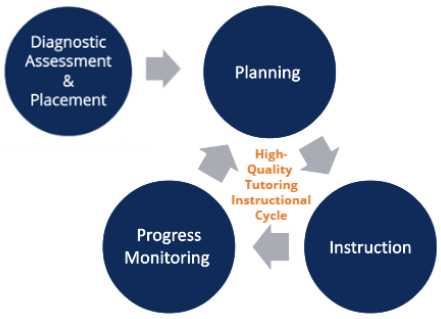
TN ALL Corps Vision of High-Quality Tutoring

Vision



All students participating in TN ALL Corps receive high-quality tutoring instruction that accelerates their learning from "approaching" to "on-track" or "mastered" in literacy or math as a result of accessing and engaging in prioritized grade-level work aligned to core instruction.

Overview

This document expands on the vision above to provide a comprehensive definition of high-quality tutoring instruction covering the full instructional cycle from diagnostic assessment and student placement through ongoing planning, instruction, and progress monitoring. More details on content- and grade band-specific visions are also available at the end of this document.

Diagnostic Assessment and Placement

At the start of the instructional cycle, students are identified for participation in tutoring based on assessment data (see TN ALL Corps Student Selection Protocol for more specific guidance). Within the group of students participating in tutoring in a given grade level and subject, assessment data may also be consulted to determine specific grouping and content focus areas.

Component	Vision
Diagnostic Assessment	• Districts consult a variety of data sources to identify students to participate in tutoring as well as to identify specific student needs that inform the creation of tutoring groups. • Potential assessment sources include TCAP scores, universal reading screener scores, benchmark scores, Tier I curriculum assessments, and curriculum assessments for content used in tutoring. • Universal screening data can be used in grades 1-3 to identify those students who need further screening and intervention supports, and to prioritize students for tutoring who do not meet other intervention thresholds but are still categorized as at-risk.

Student Selection	• Tutor/student ratios follow TN ALL Corps requirements: maximum tutor-student ratio of 1:3 in grades 1-5 and 1:4 in grades 6-8. Students should be placed in tutoring for the entire school year and a single content area for at least one semester (see progress monitoring section for more information related to this). • Students are grouped together based on similar needs or gaps in grade level content. Student progress is continually monitored to ensure that the focus of instruction meets student needs (see progress monitoring below). • Student engagement in tutoring should supplement, not supplant other supports including English language services, Special Education, and Tiered Interventions. See additional information regarding RTI[2] and High-Dosage, Low-Ratio Tutoring.

Planning

Once students are placed in tutoring groups for specific grade levels and subjects, the content focus and instructional materials for tutoring lessons should be determined based on the following guiding principles.

Component	Vision
Content Focus	• Tutoring lesson content follows a **learning acceleration** approach. Learning acceleration strategically and coherently prepares students for success in their current grade level by aligning tutoring content to grade-level standards taught in Tier I instruction and providing timely supports to build the prerequisite knowledge and skills students need to be successful with that content, or to give students extended practice with grade-level content. (This is opposed to a remediation approach, which focuses on reteaching missed content and drilling skills from previous grade levels in isolation of current grade-level content.) • Tutoring content is planned to ensure **instructional coherence**. Instructional coherence aligns all elements of an instructional program and its strategies to advance the same set of grade-level student experiences across core instruction, tutoring, and other interventions. • Tutoring lessons can follow an instructionally coherent learning acceleration approach in one of three ways: - frontloading or proactively building prerequisite knowledge and/or skills for upcoming Tier I content, - giving students concurrent or extended practice with content taught in Tier I lessons, or - reinforcing foundational skills students have not yet mastered in the context of current Tier I content or concepts.

Component	Vision
	• Instructionally coherent tutoring lessons can accelerate student learning by integrating all three approaches during several tutoring sessions or within a tutoring lesson. For example, tutoring instruction grounded in Tier I aligned grade-level texts can build students' comprehension skills while reinforcing foundational skills within a lesson. Coherence between core instruction and tutoring, which fosters learning acceleration, may include: - utilizing texts across supports that focus on the same topic, event, or era to build students' background knowledge, - aligning pacing guides so that students focus on the same standards simultaneously across supports, - using additional or supplemental materials from the core instructional program, - norming routines and terminology between different instructional programs, and - aligning assessment tools for data-driven instructional decision-making. • The appropriate learning acceleration approach and content focus is determined by the academic needs of the students in each tutoring group in conjunction with Tier I instruction scopes and sequences. Tutoring support aligned with grade-level standards or texts may be provided before, at the same time as, or after the content is covered in Tier I instruction but should generally occur within the same unit.
Instructional Materials	• Tutoring instruction is centered around high-quality instructional materials (HQIM) that are well aligned to grade-level standards and core content. • Literacy materials include systematic instruction on the core elements of foundational reading skills (e.g., phonological and phonemic awareness and phonics) and complex, worthwhile texts for knowledge-building. Math materials focus on appropriate number types, representations, and aspects of rigor for given standards. (For more information on what makes literacy and math materials high-quality, you may consult TDOE's Textbook Services page. For example, math instructional materials scoring rubrics by grade level and course can be found here as well as an additional screening instrument on usability and teacher supports. In addition, ELA instructional materials scoring rubrics are available on the same page in the textbook waivers section and linked directly here.)

Lesson Preparation	• Tutoring lesson preparation should be aligned with the content and materials guidance listed above as well as include the following components of strong tutoring instruction:
	  - timing for delivery (date of tutoring session or week),
	  - focus standard (aligned with grade-level content) and learning goal for the lesson,
	  - lesson components with planned materials, activities, tasks, and questions, and
	  - suggested pacing for each lesson component (in alignment with district tutoring schedules of 30-45 minutes per lesson).
	• Districts can use this template for guiding collaboration conversations with teachers and preparing tutoring lessons for students.
	• For more detailed lesson preparation guidance, see the content- and grade band-specific information below. You may also consult the TN ALL Corps Literacy Guidebook (p. 10-17), Grade 1-3 literacy routines (p. 6-28), Grade 4-8 literacy routines (p. 6-18), and TN ALL Corps Math Guidebook (p 11-17).

Instruction

In addition to the expectations for high-quality content, materials, and lesson preparation outlined above, the following components outline the vision for tutor and student actions and outcomes ***during*** tutoring sessions.

Component	Vision
Culture of Learning and Relationships	• The tutor clearly states expectations for student behavior and participation. All students follow behavioral expectations and participate actively in the tutoring lesson by volunteering answers and completing tasks. • The tutor is actively engaged at all times with students, including monitoring students' usage of technology devices and while students are completing online lessons. • The tutor manages time intentionally to move through the lesson at an appropriate pace and keep students engaged. Students are not left idle for any periods of time. • The tutor and students have a positive rapport. The tutor incorporates their knowledge of individual students throughout the lesson and explicitly recognizes students' effort and success with academic content.

Component	Vision
Instructional Strategies	• The tutor explicitly states the objective for the tutoring lesson so that students are clear on what they will be working on that day. • The tutor provides accurate direct instruction and/or modeling (e.g., models reading fluently with correct pronunciation and appropriate pace and prosody or uses precise mathematical vocabulary and does not make any mathematical errors). • The tutor informally monitors students' progress throughout the tutoring session by asking questions, reviewing student work, and identifying specific areas where students are struggling or may have misconceptions. • The tutor adjusts instruction in a timely manner during the tutoring session as needed to provide appropriate scaffolds and address the areas where students need more support.
Student Engagement and Learning	• Tutors ask questions and assign tasks that put the cognitive lift on students. Students do the majority of the reading, speaking, writing, and problem-solving. • Tutors provide opportunities for all students in the tutoring group to participate (e.g., through use of materials such as whiteboards or strategies such as cold calling). All students complete tasks throughout the lesson. • Tutors prompt students to support or justify their answers. Students explain their thinking beyond just stating answers (e.g., by citing text evidence to support a claim or by explaining their solution approach to a math problem). • Tutors provide opportunities for students to collaborate or engage in academic conversations with their peers. Students engage in discussions with each other about the content of the lesson. • When students struggle, tutors support them in doing the bulk of the thinking by asking questions and providing scaffolds vs. telling them the answer or asking another student. Students demonstrate success with the lesson content, with support as needed.

Progress Monitoring

Consistent and strategic progress monitoring is essential to ensure that instruction positively impacts student achievement. Continual analysis of student progress allows district teams to identify the best ways to meet individual student needs throughout the instructional cycle. Effective progress monitoring considers the components outlined below.

Component	Vision
Frequency	• District teams establish progress monitoring schedules that consistently track student outcomes, in accordance with TN ALL Corps progress monitoring guidance outlined below and any other data points that districts may have to inform instruction: - **Grades 1-3 ELA:** Students complete their state-approved universal reading screener three times per year following the state's mandated universal reading screener schedule. - **Grades 4-8 ELA:** Students complete locally adopted standards-based assessments monthly, with student outcomes reported three times per year. - **Grades 1-8 Math:** Students complete at least three Zearn digital lessons per month. • During every tutoring session, tutors informally monitor and track students' progress throughout by asking questions, reviewing student work, and identifying specific areas where students are struggling or may have misconceptions to make adjustments in real time.
Assessments	• Specific assessments used for progress monitoring vary considering purpose, timeline, and scheduling, but may include universal reading screeners, standards-based district benchmarks, Tier I curriculum assessments, and/or assessments built into intervention or supplemental materials used in tutoring. • **ELA grades 1-3:** Districts should monitor all TN All Corps students monthly using appropriate probes and sub tests within the district's state-approved universal reading screener. • **ELA grades 4-8:** Districts should utilize locally adopted standards-based benchmarks to assess students' progress monthly and track progress monitoring consistent with internal intervention processes. • **Math grades 1-8:** districts should utilize digital formative math assessments that are embedded within each independent digital student lesson on the Zearn platform. For more information, please reference the Zearn One-Pager. • If available, districts use curriculum-based student assessment data trackers as a tool to provide guidance on skills that have been mastered or need additional reinforcement or practice.

Collaborative decision-making	• District and school-based tutoring teams (i.e., district coordinators and content specialists, school leaders and instructional support staff, school counselors or psychologists, special education coordinators, intervention specialists, ESL specialists, teachers, and tutors) establish collaborative structures that provide time to review and analyze student progress based on evidence from tutoring sessions and data from assessments, and to determine student needs. Teams also must consider other data sources impacting student performance, such as attendance and behavior, so it is important to have team members well-versed in these areas. • Based on data analysis, district and school-based tutoring teams (as described above) identify prioritized learning goals for students and make instructional decisions regarding areas of focus for future learning and appropriate aligned materials to be used. • When district and school-based tutoring teams determine students have demonstrated growth to the point of mastery in literacy or math after one semester of tutoring, students may exit from the tutoring program or may switch to tutoring in the other content area for the second semester. (Decisions for students who have tutoring as part of their promotion plan should follow promotion guidelines as outlined on the TDOE Learning Acceleration site.)

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Content- and Grade Band-Specific Visions

ELA Grades 1-2 (and Grade 3 if foundational reading skills are an area of need for tutoring students)

- Tutoring content is focused on foundational reading skills and targets specific learning gaps that need instruction for students to access grade-level content. While lessons may support the mastery of skills or standards from prior grade bands, students' learning is accelerated by creating intentional connections to the content and standards being taught within the students' core Tier I instruction.
    - *For example, students in grade 2, Group A will be learning alternative spellings for the long /ā/ sound during Tier I instruction. Student data indicates that Group A has grade 1 learning gaps with the initial teaching of long-vowel sounds. This tutoring lesson may first target a review of this grade 1 learning and then scaffold into the on-grade-level content.*
- Tutoring sessions implement a sounds-first approach, including routines or activities focused on phonological awareness, phonemic awareness, phonics, fluency, and/or vocabulary (as is appropriate for the given grade level and needs of the students in the tutoring group). The TN ALL Corps Grade 1-3 Tutoring Routines resource provides examples and sample tutor protocols to support tutoring session design and implementation.
- Foundational reading skills are practiced both in isolation (decoding individual phonemes or words, blending lists, word chaining, etc.) and within decodable texts.
- When decodable texts are used, foundational reading skills are connected to making meaning from reading or listening to the text (i.e., tutors ask one or more basic comprehension question(s) about the text).

ELA Grades 4-8 (and Grade 3 if foundational reading skills are not an area of need for tutoring students)

- Tutoring content is focused on knowledge-building and grounded in high-quality texts that are appropriately complex for students' current grade level. Students are reading and engaging with the texts directly (versus, for example, listening to the text being read aloud by the tutor).
- Tutoring texts explicitly relate to the texts taught in Tier I ELA, Science, or Social Studies instruction to reinforce evidence-based reading strategies and support access to grade-level content. This may involve using the same text as in Tier I instruction or supplemental texts about the same topic or concept.
- Tutoring sessions include routines or activities utilizing grade-level texts focused on comprehension, vocabulary, writing, and/or fluency (as is appropriate for the text demands and needs of the students in the tutoring group).
- If included in a given tutoring session, fluency activities should be quick (5-10 min.) and not the sole focus of the session.
- Comprehension and writing activities include questions or tasks that are text-dependent and students use text evidence in their responses.

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Mathematics Grades 1-8

- The content of sessions focuses on identified gaps and provides "just in time" interventions to support student understanding of grade-level content. Throughout direct instruction, students are engaged in some form of problem-solving and are prompted to use precise mathematical language in oral and written responses. General guidance for preparing for math tutoring instruction is provided below:
    - Consult the department's Instructional Focus Documents to determine the student's current level of understanding of the content and to understand the level of rigor associated with the grade level standards.
    - Districts may also consult the Math Deficit Areas Resource Guide when preparing instructional content.
    - Districts should develop tutoring sessions using one of the three models (For examples of tutoring session structures, please reference pages 14-15 of the Math Guidance document.
    - Districts may also consult the following instructional strategies guide when preparing for lessons: TN ALL Corps Math Instructional Strategies Guide.
- Districts should develop tutoring sessions using one of the three following models to ensure consistency and a focus on the math content understanding needed for students to access grade-level standards. On the Zearn platform, assign students to the beginning of the corresponding unit aligned with their current Tier I classroom instruction to ensure that students are consistently engaging in Tier I instruction with one big idea of math across instructional times. (For additional details about Zearn Student Placement please refer to the Zearn One-Pager. All digital lessons include an embedded digital formative assessment.
    - **Tutoring sessions with connected lessons from Zearn**. Develop sessions using printable connected lessons available on the Zearn platform.
    - **Tutoring sessions with blended HQIM + Zearn.** Develop sessions that combine printable connected lessons from Zearn and direct instruction support utilizing the district's existing high-quality instructional materials.
    - **Tutoring sessions with HQIM + additional time for Zearn.** Develop sessions using direct instruction support utilizing the district's existing high-quality instructional materials with additional time for Zearn progress monitoring.
- For more information about the design of TN ALL Corps math tutoring sessions, see the TN ALL Corps Mathematics Guidance.
- If students have time after direct instruction within the tutoring session to complete their independent digital lessons on the Zearn platform, the tutor should monitor productivity and progress of student math learning by reviewing the Tower Alerts and Pace Reports on the Zearn platform.

TN ALL Corps • Office of Academics
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